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ABSTRACT

This document tackles issues in science education through the perspective of classroom practitioners and the philosophy of constructivism to attempt to provide a reasonable, positive rationale and description of current science education reform. Case studies are presented to provide an account of the ways that some primary classrooms function and to examine, in particular, the styles and systems producing good practice in science and technology in primary schools. Chapters in the book include: (1) "Building on Experience"; (2) "Learning and Conceptual Change"; (3) "Conceptual Development and Language"; (4) "School Planning for Conceptual Change"; (5) "Planning for the Curriculum and the Classroom"; (6) "Classroom Organization and Management"; (7) "Posing Problems: Effective Questioning"; (8) "Solving Problems in Science and Technology"; (9) "Working for Equal Opportunities"; (10) "Teacher Assessment"; (11) "Being a Co-ordinator"; and (12) "Teacher Knowledge and Teacher Education". (ZWH)

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